

2006-2007 Report Card - Beal School

Beal School (02710005)

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Overview:

This report card contains information required by the federal No Child Left Behind Act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Mission Statement:

Our mission is to advocate for all children, support family life, and provide a high-quality, developmentally appropriate educational program.

Enrollment - 2006-07			
	School	District	State
Total Count	412	5,900	968,661
Race/Ethnicity (%)			
African American or Black	1.2	2.1	8.2
Asian	16.5	12.3	4.8
Hispanic or Latino	5.6	4.7	13.3
Multi-race, Non-Hispanic	1.9	1.4	1.7
Native American	0.0	0.1	0.3
Native Hawaiian or Pacific Islander	0.7	0.1	0.2
White	74.0	79.4	71.5
Gender (%)			
Male	49.8	50.6	51.4
Female	50.2	49.4	48.6
Selected Populations (%)			
Limited English Proficiency	6.3	2.9	5.6
Low-Income	7.3	9.1	28.9
Special Education	10.0	15.7	16.9
First Language Not English	17.7	12.2	14.9

Grades Offered: K, 01

Educator Data - 2006-07			
	School	District	State
Total Number of Teachers	20	364	73,176
Percentage of Teachers Licensed in Teaching Assignment	100.0	98.1	95.4
Total Number of Teachers in Core Academic Areas	18	316	60,604
Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	100.0	97.2	95.1
Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	0.0	2.8	4.9
Student/Teacher Ratio	20.7 to 1	16.2 to 1	13.2 to 1
	All Schools	High Poverty Schools	Low Poverty Schools
Percentage of Teachers Licensed in Area in Which Teaching	100.0	-	-
Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	100.0	-	-
Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	0.0	-	-

Beal School: 2006 AYP Data

ENGLISH LANGUAGE ARTS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	0	56	-	-	113	90.7	Yes	0.1	Yes	95.2	-1.1	Yes	Yes
Lim. English Prof.	0	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	0	9	-	-	21	79.8	-	-	-	94.3	-0.4	-	-
Low Income	0	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	0	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	0	50	-	-	105	90.2	Yes	0.0	Yes	95.3	-1.2	Yes	Yes

MATHEMATICS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	0	-	-	-	-	-	-	-	-	-	-	-	-
Lim. English Prof.	0	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	0	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	0	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	0	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	0	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	0	-	-	-	-	-	-	-	-	-	-	-	-

Adequate Yearly Progress History										Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	
ELA	Aggregate	-	-	-	-	-	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	-	-	Yes	Yes	
MATH	Aggregate	-	-	-	-	-	-	-	-	No Status
	All Subgroups	-	-	-	-	-	-	-	-	

Beal School: 2006 MCAS Data - By Grade, Subject and Subgroup

Data Under Review or Fewer than 10 students were tested.

Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2006.

Race/Ethnicity:

African American or Black. A person having origins in any of the black racial groups of Africa.

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Native American. A person having origins in any of the original peoples of North and South America (including Central

America), and who maintains tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Multi-race, Non-Hispanic A person selecting more than one racial category and non-Hispanic.

White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Selected Populations:

Limited English Proficient: A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

Low Income: An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

Special Education: Students with disabilities who have an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

First Language Not English: Students who first language learned or used by the parent/guardian with the child was not English.

Educator Data - Educator information is as of October 1, 2006.

Percent of teachers licensed in the area in which teaching: The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

Percentage of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see

http://www.doe.mass.edu/nclb/hq/hq_memo.html.

High-Poverty Schools: Schools in the bottom quartile statewide by low-income percentage.

Low-Poverty Schools: Schools in the top quartile statewide by low-income percentage.

MCAS Results- Spring 2006 Results

Performance Level Definitions

(P+) Above Proficient (Grade 3) - Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

(A) Advanced (Grades 4-8, 10) - Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate a partial understanding of subject matter and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

* First-year LEP students are not included in performance level or CPI results, but are counted as participants in AYP. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

** AYP Participation Rates are calculated using the AYP participation rules. See the School Leaders' Guide to the 2006 Cycle IV Accountability and Adequate Yearly Progress (AYP) Reports posted at <http://www.doe.mass.edu/sda/ayp/cycleIV/> for details.

Student Subgroup Definitions

Students with Disabilities: (same as Special Education), Limited English Proficient, Race/Ethnicity, Low income - See definitions under Enrollment.

Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Formerly Limited English Proficient: A student who is formerly limited English Proficient (FLEP) has transitioned out of LEP status during the current school year or within the past two school years.

Title I: Student receives Title I services.

Adequate Yearly Progress - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycleIV/>.

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-S Identified for Corrective Action - Subgroups only
CA-A Identified for Corrective Action
RST Identified for Restructuring
UR Status Under Review

Web Resources

Massachusetts Department of Education <http://www.doe.mass.edu/>
School and District Profiles <http://profiles.doe.mass.edu/?orgcode=02710005>
Adequate Yearly Progress (AYP) Information <http://www.doe.mass.edu/sda/ayp/cycleIV>
Massachusetts No Child Left Behind website <http://www.doe.mass.edu/nclb/>